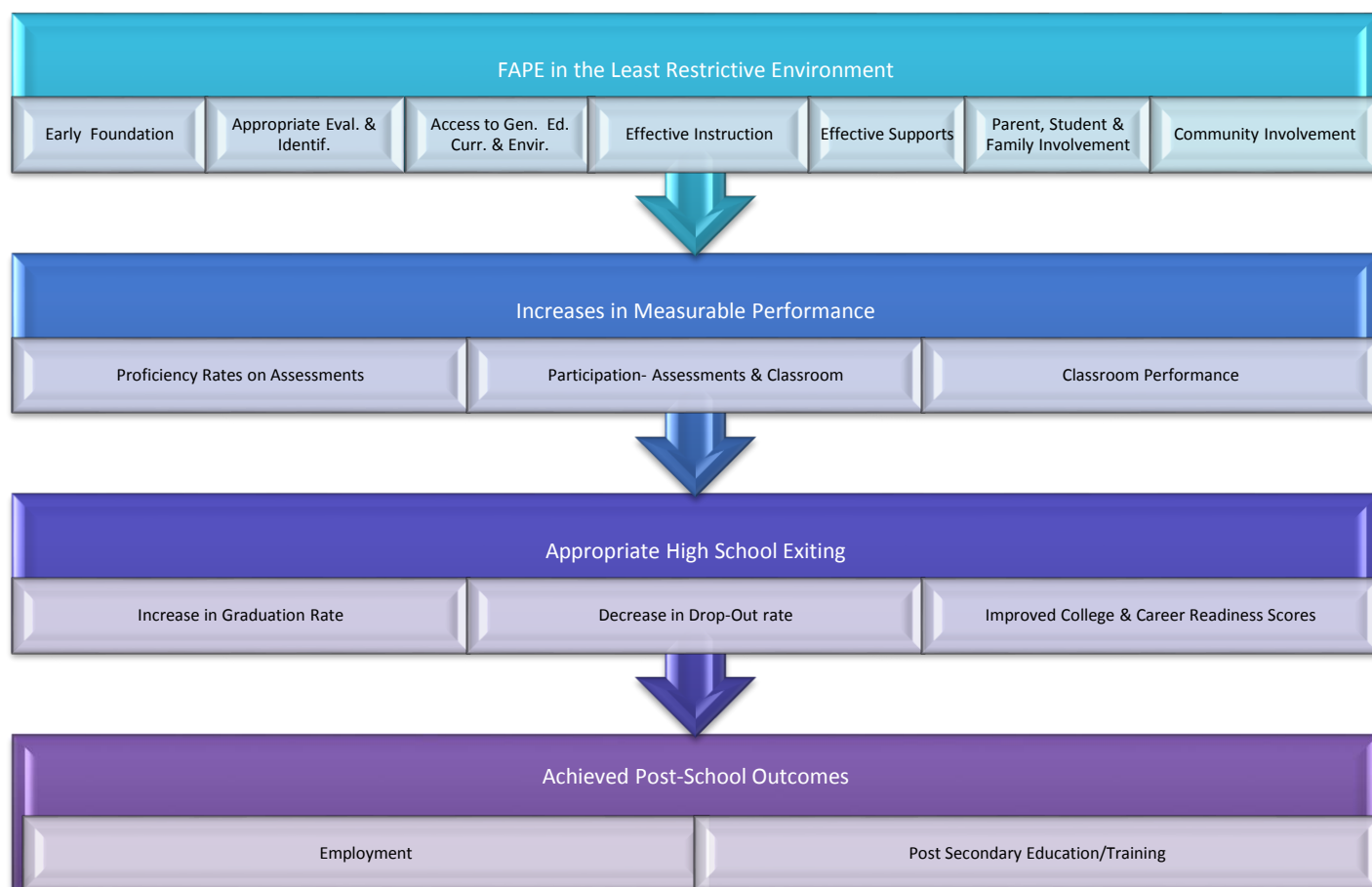


North Dakota Special Education Improvement Model



Logic Model

Moving from the bottom to the top, positive post school outcomes for students with disabilities result from students staying in school, getting a diploma and obtaining independent living and college and career readiness skills. In order to stay in school, get a diploma and obtain the necessary skills, the students and their families need to see and feel success with skills and concepts that are taught and displayed in the classroom. That success is demonstrated through positive results of participating in State and district assessments that measure the appropriate grade and age level skills that define it, by demonstrating the knowledge and skill level that they have attained through participation in classroom activities with grade and age level peers, and by receiving meaningful, positive feedback about their performance. In order to demonstrate positive performance in the classroom and on assessments, each student must be given FAPE (Free Appropriate Public Education) in the Least Restrictive Environment (LRE). FAPE in the LRE is made up of the following seven foundational elements: *Early Childhood Foundation, Appropriate Evaluation and Identification, Access to the General Education Curriculum and Environment, Effective Instruction, Effective Supports, Parental Involvement, and Community Involvement.*

Theory of Action

Moving from the top to bottom, the same chart also represents a general theory of action for improved outcomes for students with disabilities. If one or more elements in the 1st tier are improved, then one or more elements in the 2nd tier will be improved. If one or more elements in the 2nd tier are improved, then one or more elements in the 3rd tier will be improved. If one or more elements in the 3rd tier are improved, then the elements in “Achieved Post School Outcomes” will be improved. The amount of improvement is dependent upon the number of elements in the previous tier that are improved.